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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the vocalization of /L/ in Philadelphia; (2) a second grade program to isolate and apply knowledge of vowel sounds in word identification; (3) phoneme and temporal effects on covert linguistic motor activity during silent reading; (4) the sociolinguistics of Kenneth Burke; (5) discourse functions of the active-passive dichotomy in English; (6) similarities and differences in the ability to interpret metaphorical language between nondisadvantaged and disadvantaged sixth grade students; (7) space and the prepositions in English; (8) young children's use of cognitive and linguistic resources in a story situation; (9) the development of elaboration and coherence skills in kindergarten children; (10) the role of language in academic and behavioral difficulties; (11) humorous instruction about the dangling introductory modifier in active, passive, and possessive sentences; (12) mother-infant routines in relationship to language acquisition; (13) the acquisition of conditionals in English; (14) the effects of semantic cues on the word identification speed of learning disabled children and two groups of normal readers; and (15) the syntax and metalinguistic skills of children who read early. (HTH)

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THE PRAGMATICS OF COHESION

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THE VOCALIZATION OF /L/ IN PHILADELPHIA

Order No. DA8217077

ASH, SHARON, PH.D. *University of Pennsylvania*, 1982. 368pp.
Supervisor: William Labov

The vocalization of /l/ results from the loss of contact between the tongue and the palate in the articulation of the liquid, which produces a glide that is acoustically similar to [u]. This phenomenon is documented in a number of languages in word-final and syllable-final position, and it has also been reported in a few dialects of American English. The case of /l/-vocalization in Philadelphia is unusual in that the vocalized variant occurs variably in every position in the word where /l/ can occur. This includes not only word- and syllable-final position, but also intervocalic, as in "really," syllable-initial clusters, as in "play," and word- and syllable-initial, as in "like" and "quickly." This study attempts to clarify the linguistic and social factors which condition /l/-vocalization in Philadelphia and to determine whether the variation is showing evidence of change in progress.

The data were collected from tape-recorded interviews of 54 native Philadelphia men and women representing a range of ethnic and socioeconomic groups, ages, and neighborhoods in the city. (Blacks were not included in the study.) A total of more than 23,000 occurrences of the variable were collected. Most of these were coded for seven linguistic factors, speaking style, and five social factors. Multivariable analysis (VARBRUL2) was used to analyze the data. Initially the occurrences of (l) in each position in the word were analyzed separately, and later the tokens in certain pairs of environments were merged and reanalyzed to determine whether they behaved the same or differently.

The bulk of the analysis was performed on postvocalic final and intervocalic /l/ since /l/-vocalization is most frequent in these positions: in the present sample, it occurs in both environments 19% of the time.

The linguistic conditioning of the variation for the most part follows straightforwardly from the predicted effects of articulatory factors. Some exceptions are examined in detail.

The social distribution shows a pattern of interaction indicating that /l/-vocalization in Philadelphia is receding. Although the overt stigmatization attached to vocalized /l/ is minimal, it appears that the upper working/lower middle class is leading a movement away from the use of vocalized /l/ in final and intervocalic positions.

A survey of the use of vocalized /l/ was also carried out using data from tape-recorded interviews from communities all over the United States. The results of this study suggest that /l/-vocalization was an innovation of the Midland dialect region, with Philadelphia as the most likely point of origin. It has spread west through and beyond this area, as far as California; it has moved up the East Coast at a low level of frequency; and it has made some inroads into the northern cities, including Rochester, Cleveland, and Detroit, though there was no evidence of it in Chicago. The least amount of vocalized /l/ was found in the South.

THE PRAGMATICS OF COHESION

Order No. DA8218738

BEENE, LYNNDIANNE, PH.D. *University of Kansas*, 1981. 270pp.

Linguists have recently become interested in discourse and text analyses, specifically investigating what the elements of discourse are and how native speakers use and understand multi-sentence utterances. This study, in the expanding field of text linguistics, examines student writing to show that text is not a quantifiable unit of language but one describable in terms of the pragmatics of written English and the cohesive structure for which pragmatics is the framework.

Chapter I presents a preliminary model of discourse which emphasizes the interrelationships of levels and forms of text. This model, which forms the context for the entire study, is presented from the viewpoint that a text which achieves acceptable levels of discourse is one in which communication is the important element. The discourse model forms the basis for the review of current literature relevant to text analysis found in Chapter II. The research reviewed covers three areas: pragmatics, cohesion theory, and quantified syntax analysis. This chapter treats how well the research results fit the discourse model.

Chapter III discusses the techniques available to form effective communication in spoken discourse and some ways these techniques can be used to view written text. These techniques are placed in the framework of pragmatics, cohesion theory, and the discourse model and are used to explain a sentence-combining exercise and student responses to that exercise. This method of analysis is extended to student essays in Chapter IV. Both the controlled responses and the essays provide evidence that a pragmatic framework for cohesion proves itself to be a tool for text analysis. Chapter IV concludes with a summary of how the various aspects of students' texts illustrate the discourse model. Finally, Chapter V briefly reviews the schism within pragmatics which has prevented the field from advancing substantial theories about written texts. The discourse model offers a way to reunite the parts of this schism. Five criteria, based on the discourse model and the analyses of student writing, provide a means to judge future pragmatic models of text.

Thus, this study presents a preliminary model for evaluating text structure, an initial description and explanation of the pragmatics of written English, and a first step in the development of the pragmatics of cohesion.

IMPLEMENTATION AND EVALUATION OF A SECOND GRADE PROGRAM TO ISOLATE AND APPLY KNOWLEDGE OF VOWEL SOUNDS IN WORD IDENTIFICATION

Order No. DA8220911

BROWN, RUTH GIBBONS, ED.D. *Boston University School of Education*, 1982. 244pp. Major Professor: J. Richard Chambers

Analysis of data collected for study revealed statistically significant differences at the .05 and .01 levels in favor of the experimental group on tests of auditory discrimination and dictation. Intact, heterogeneously grouped second grade classes provided the sample, with one experimental and one control group representing each of three elementary schools.

Total raw scores on *Stanford Achievement Test*/Reading, Primary II, Form A, pretests were used to operationally define high, average, and low achievement groups in the total population. Tests were separated into experimental (N = 75) and control (N = 85) groups for analysis of covariance. *Stanford Achievement* pre- and posttests of Vocabulary, Word Study, and Spelling were administered, as well as auditory discrimination and dictation tests constructed for the study. Reliability coefficients estimated with the Kuder-Richardson formula 21 were .815 (Auditory Discrimination Test) and .747 (Dictation Test).

The 24-lesson program supplemented the basal reader. Objectives were that children would: (1) hear, identify, and apply knowledge of the vowel sound isolated from a known word in word identification. (2) participate in peer-paired follow-up activities. (3) apply a self-corrective technique. (4) collate booklets, culminating the program.

Lessons integrated listening, speaking, reading, and writing. Features included: avoidance of the terms "long"/"short"; use of chalkboard, pencils and paper (exclusion of duplicated materials); and development of awareness of variant phonemic-graphemic representations for the schwa sound.

Adjusted means for the Auditory Discrimination and Dictation Tests were significantly higher for the total experimental population at the .05 level and the .01 level, respectively. All experimental achievement groups had higher adjusted means on both tests, significant at the .05 level for the high group in Auditory Discrimination but not for average and low subgroups. Statistical significance for the Dictation Test was not found for the high group, at the .05 level for the average group and .01 level for the low group.

There was no significant interaction between reading level and treatment on either test.

Pearson-r Product-Moment coefficients were statistically significant at the .01 level between pre- and posttests of auditory discrimination and dictation for all groups.

PHONEME AND TEMPORAL EFFECTS ON COVERT LINGUISTIC MOTOR ACTIVITY DURING SILENT READING

Order No. DA8214515

CAMPBELL, LEO JAMES, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1981. 225pp. Chairperson: Martin Kling

This study tested whether phonetic recoding occurs motorically during silent reading.

Problem. Liberman's phonetic recoding hypothesis has been validated using various psychological tasks, although an electromyographic (EMG) exploration has not been reported. Phonetic recoding might be accomplished motorically, so a study exploring relationships between phonetic properties of text and muscle activity during silent reading was undertaken.

The phonetic recoding hypothesis states that the same articulatory mechanisms, neural pathways, and cortical regions are involved with both verbal production and verbal reception. Electromyographic verification that phonetic recoding occurs leaves open the possibility that the constituent properties within a phoneme class may be encoded cortically.

Procedures. Thirty-one children in grades three, five and seven read a passage silently, during which their EMG levels were recorded. The children were reading about a year above grade level.

The reading passage did not contain any unfamiliar words. It had an equal number of surface features, from paragraphs down to letters. The two page story differed only in the number of labial phonemes; one page contained over twice as many as the other. The story was written so that either page could be presented first and the story would still make sense. This negated criticism about topic dissimilarity, since all children read the same story.

EMG recordings were taken from the chin, lip, and both forearms. A repeated measures design with the phoneme density nested in presentation order was used. Each subject had twelve data points at each of the four sites. ANOVA and ANCOVA procedures were used to analyze the results.

Findings. The major findings were: while silently reading a simple story, mean EMG levels rose significantly; this increase was both tonic and specific; speech muscles rose significantly during the heavily labial portion of the reading passage; mean EMG levels decreased as the reading progressed; no developmental trend was observed; and, girls tended to have higher mean EMG levels than boys. Several of these findings run counter to earlier findings.

Conclusions. This evidence suggests that phonetic recoding occurs motorically during silent reading. This motoric code is probably transmitted neuromuscularly to the cortex where lexical, syntactic, and sematic matching occurs. Comprehension probably occurs without motoric phonological recoding, although motor involvement usually accompanies most silent reading.

THE SOCIOLINGUISTICS OF KENNETH BURKE

Order No. DA8215785

CARTER, CHRIS ALLEN, PH.D. *The University of Oklahoma*, 1982. 298pp. Major Professor: Roy R. Male

In recent years Kenneth Burke has come to speak of his own work as the science of "logology," by which he means words used to chart the general principles of word-use. Perhaps the best introduction to Burke is what he calls his "logological definition of humankind," as presented at the opening of his *Language as Symbolic Action*. My third chapter elaborates the five clauses of Burke's definition as a way of illustrating his theories concerning the symbolical, negativistic, synedochical, hierarchical, and entelechial characteristics of human language.

Now I argue that the second of these five notions is the key to Burke. I start my seventh chapter with Burke's theory of linguistic negation, a theory to the effect that words are formed as categories defined by what they are not. I then proceed to show how these diacritical differentiations are pressured by conflict and change, are influenced by a sense of beauty, are morally charged, are used both to bond and to bind, and are a mode of survival. What develops is the Burkean picture of language as a system with diacritical, dialectical, esthetic, ethical, rhetorical, and pragmatic dimensions. Since the Saussurean picture of language also focuses on relational meaning, I preface my long chapter on Burke with a chapter on the structuralist theory of diacritical differentiation. Since both Burke and the structuralists take a more or less synchronic approach, I preface both with the diachronic approach of a number of writers on human evolution. And, since the Burkeans, the structuralists, and the evolutionists alike stress some form of negation as the distinctively human contribution, I introduce all three with a short chapter on the seeming ubiquity of such "negationist" ideas.

Because Burke's theory of the language process is also a theory of social process, I conclude by collecting all the Burkean principles I have treated and, in my ninth chapter, using them to analyze the social dynamics flowing around us. Do not give up on my dissertation before you have reached the place where, special vocabulary and all, I push Burke's linguistics to sociolinguistics and combine his ideas with those of Ernest Becker. My last chapters suggest slight modifications to Burke's "logological definition" and speculate on how, over the course of time and through developing stages of the technology of communication, the language system has been trying to reveal in narrative these same sociolinguistic truths that Burke has revealed philosophically.

THE ACQUISITION AND DEVELOPMENT OF THE WH QUESTION TRANSFORMATION IN CHILD LANGUAGE

Order No. DA8226745

CINQUINO, AGNES K. COSGROVE, PH.D. *New York University*, 1982. 219pp. Chairperson: Professor Angela M. Jaggar

The purpose of this study was to determine the order of acquisition of the Wh question transformation as measured by performance on three tasks, Imitation, Comprehension, and Production.

Thirty six responses on each of the three tasks were elicited from 48 white, middle-class children ranging in age from 2.6 to 6.5. In order to study acquisition across this age range, the children were grouped at six-month intervals into eight age groups. Tape recorded responses were transcribed and scored for quantitative analysis. Scores on the three tasks were analyzed using an age by task factorial analysis of variance for reaped measures. Where it was determined that there were differences among tasks, the data were analyzed using *t* tests between pairs of tasks. Then the deviant responses on the Imitation and Production tasks were analyzed and categorized according to grammatical patterns, Wh question type, and verb phrase type.

The results revealed that age ($p < .001$), task ($p < .001$), and the interaction of age and task ($p < .005$) each had a significant effect on the children's performance of the three tasks. The order of Imitation and Comprehension was not clear, but both Comprehension > Production and Imitation > Production were found for the total group performance on the total task. Acquisition was related to Wh question type, and three patterns were found: (a) for Who, What, Where, and How questions, no significant difference between Imitation and Comprehension, Comprehension > Production, and Imitation > Production, (b) for When questions, no significant difference between Imitation and Comprehension or between Comprehension and Production, but Imitation > Production, and (c) for Why questions, Imitation > Comprehension, no significant difference between Comprehension and Production, and Imitation > Production. Verb phrase type was also a factor affecting acquisition. Wh questions containing the verb phrases present + be and present + be + ing followed one pattern, no significant difference between Imitation and Comprehension, Comprehension > Production, and Imitation > Production, and those containing present + do + verb followed another pattern of no significant difference between any of the tasks. Deviant responses for the Imitation and Production tasks were classified by their peculiar grammatical characteristics into eight types. Wh type and verb phrase type were related to the number and type of deviant responses children produced.

DISCOURSE FUNCTIONS OF THE ACTIVE-PASSIVE DICHOTOMY IN ENGLISH

Order No. DA8226378

COLEMAN, DOUGLAS WELLS, PH.D. *The University of Florida*, 1982. 189pp. Chairman: William J. Sullivan

It is hypothesized that the primary function of the active-passive dichotomy in English is to control thematization.

In PART I, below, various linguistic-theoretical formalizations of the active-passive relationship are explored. Included are the 'mainstream' transformational generative frameworks from *Syntactic Structures* to the present, three 'alternative' transformational frameworks (case grammar, relational grammar, and lexicalist theory), and stratificational grammar.

In PART II, support for the above hypothesis is gained from studies of various passive types: be vs. get passives, 'full' vs. agentless passives, and 'true' vs. 'pseudo-' passives. Further support is gained from an examination of actives and passives in different environments, especially in embedded clauses. The psycholinguistic literature provides valuable insights and evidence relevant to the discourse function of the active-passive dichotomy. As part of the current study, a psycholinguistic experiment is performed which further supports the hypothesis.

A linguistic-theoretical framework must fulfill certain requirements in order to adequately describe the above discourse function of the active-passive dichotomy. It must, for example, permit a unified treatment of different passive types in English. Other requirements are discussed as well. Of those considered, the stratificational framework seems to be the only one capable of meeting all the requirements described.

THE EFFECTS OF WORD POTENCY, FREQUENCY, AND GRAPHIC CHARACTERISTICS ON WORD RECOGNITION IN THE PARAFOVEAL FIELD

Order No. DA8220039

GIMA, SHINYE, PH.D. *University of Hawaii*, 1982. 120pp.

An experiment was conducted to test the hypothesis that word potency, frequency, and certain graphic characteristics affect word recognition in the parafoveal field under very brief exposure conditions. The rationale for the experiment was based on information-processing theories of cognition, theories of word recognition and reading processes, and studies of visual processes in the parafoveal-peripheral field.

By (1) pairing high potency words with neutral words matched on frequency, word length, and similar graphic characteristics, (2) separating them by six spaces, and (3) presenting them at exposures too brief for eye movements to occur, a test was made of the hypothesis that word potency is a significant variable.

Subjects were 92 male and female college students, who were tested individually at a tachistoscope. Controls saw word-pairs of neutral words only, while Experimental subjects saw word-pairs in which potent words were paired with neutral words. The first sample, 36 males and 16 females, were exposed to durations of 30 msec. The second sample, 6 males and 14 females, were exposed to 40 msec duration. Two-way ANOVA and regression analysis were done on each sample data. Sample I showed a significant main effect of Words. Regression analysis indicated that besides Word Potency, graphic characteristics of Ascenders (b, l, h, t, k) and Word Density were significant variables. Sample II showed a significant interaction effect of Sex by Words. Regression analysis showed Sex to be the only significant variable.

Conclusions were that word potency is a significant variable, but that under the experimental conditions of brief exposures and parafoveal location, graphic characteristics are also significant variables in word recognition. The mechanism of selective attention was speculated to determine further processing once the word is recognized, thus explaining the potency effect. Parafoveal recognition data also supports Hochberg's (1970) model of reading, i.e., peripheral search guidance followed by cognitive search guidance.

SIMILARITIES AND DIFFERENCES IN THE ABILITY TO INTERPRET METAPHORICAL LANGUAGE BETWEEN NONDISADVANTAGED AND DISADVANTAGED SIXTH GRADE STUDENTS

Order No. DA8214926

GONZAGA, FRANCESCA ESTRELLA, PH.D. *The Florida State University*, 1982. 62pp. Major Professor: Edwin H. Smith

The primary purposes of this investigation were to determine if: (1) there is a difference in the ability of nondisadvantaged and disadvantaged sixth grade students to interpret metaphorical language. (2) there is a relationship between the metaphorical language interpretation test scores and the reading ability of nondisadvantaged and disadvantaged sixth grade students. (3) there is a difference between nondisadvantaged and disadvantaged sixth grade students in the ability to interpret specific types of tropes.

In addition, the investigator sought to find which types of tropes that nondisadvantaged and disadvantaged sixth grade students most often failed to interpret properly.

The population consisted of 369 sixth grade students from two urban elementary schools in Duval County, Florida. All subjects were reading at or above the fourth grade level. The instrument used was the *Tullos' Test of Metaphorical Language Interpretation*.

Eight hypotheses were tested. The *t*-test was used to test hypotheses 1, 3, 4, 5, 6, 7, and 8. Hypothesis 1 was, "There is no significant difference between nondisadvantaged and disadvantaged sixth grade students in the ability to interpret metaphorical language." That hypothesis was rejected at the .05 alpha level.

Hypotheses 3, 4, 5, 6, 7, and 8 were, "There are no significant differences between the means of the subtests scores." All of those hypotheses failed to be rejected at the .05 alpha level.

Hypothesis 2 was, "There is no relationship between the metaphorical language interpretation test scores and the reading levels of nondisadvantaged and disadvantaged sixth grade students." The Pearson Product-Moment Coefficient of Correlation was used to test that hypothesis. The result was $r = .61$. Thus the null hypothesis was rejected.

Inspection of the subtests mean scores of specific types of tropes indicated both groups of nondisadvantaged and disadvantaged sixth grade students had the greatest difficulty with personifications. Metonomy was the least difficult.

The conclusions were: (1) There is a significant difference between nondisadvantaged and disadvantaged sixth grade students in the ability to interpret metaphorical language. (2) A high positive correlation exists between metaphorical language interpretation ability and reading. (3) There are no significant differences between nondisadvantaged and disadvantaged sixth grade students in the ability to interpret specific types of tropes.

SPACE AND THE PREPOSITIONS IN ENGLISH: REGULARITIES AND IRREGULARITIES IN A COMPLEX DOMAIN

Order No. DA8220471

HERSKOVITS, ANNETTE, PH.D. *Stanford University*, 1982. 308pp.

This dissertation proposes a system of semantic analysis designed to bring out the principled and the idiosyncratic aspects of linguistic meaning. Traditional theories of semantics and artificial intelligence alike have failed to provide a faithful account of particular semantic domains; the former overlooks many subtleties, context dependencies and irregularities of the linguistic data, and the latter misses their principled aspects. The descriptive framework proposed here focuses on the spatial uses of the prepositions, but should be generalizable to other domains. It reflects a lexical hypothesis and a view of the semantic structure of locative sentences.

(1) *Lexical structure*. The lexical entry for a preposition includes a "core meaning"--which is an abstract, geometric prototype--and a collection of "use types", i.e., a fixed set of well-defined ways this core meaning is put to use--ways that are part of one's knowledge of the language. In other words, no compositional law based on the core meaning alone (most commonly given as "the meaning" of the preposition), coupled with an inference mechanism using contextual, pragmatic, and overall world knowledge, can generate the "meaning" of locative sentences.

(2) *Semantic structure*. There are several sources of semantic regularity: (a) the core meaning is manifested in each use type, though subject to various shifts--the "shifted" core meaning applying to "geometric descriptions", or geometric images matched onto the real objects; (b) there are "pragmatic principles" relating to relevance, salience, tolerance, vagueness, and typicality, that explain certain prepositional choices and metonymies.

From a psycholinguistic viewpoint, this analysis hypothesizes that a level of mental imagery (corresponding to the geometric descriptions) mediates between perceptual representations and linguistic expressions.

The uses of the three "basic topological prepositions" (*at, on*, and *in*), and of the "projective prepositions" (*behind, to the right of, at the front of, on the left side of*, etc.) are examined in great detail, using the descriptive framework proposed.

The dissertation also examines how the descriptive framework could serve to structure an artificial intelligence system handling locative expressions.

COGNITIVE AND LINGUISTIC RESOURCES: THEIR USE BY YOUNG CHILDREN IN A STORY SITUATION

Order No. DA8226182

HOSOKAWA, JACQUELIN K. OLESON, PH.D. *University of Missouri - Columbia*, 1982. 113pp. Supervisor: Dr. Peter Hasselriis

The cognitive and linguistic resources are vital bases from which the child interacts with text in learning to read. The personal properties of these resources are specific to each child. To provide for each child's opportunity to succeed with text, a teacher needs to know the personal characteristics of the child's resources. The present study was designed and carried out to construct a conceptual means of describing those resources and a guide to conduct an assessment of them.

Literature was searched to select from theory the concepts that were used to describe the assessment of children's resources of cognition and language. The concept of language occurring in a "register" and the concept of children's "sense of story" were used, along with research findings on the ways in which stories are retold. Following construction of a conceptual guide, assessments were made of protocols of children in the study. These children self-authored stories and retold professionally-authored stories that were read to them to provide the protocols. Each child's material was used to describe the particular resources of that child as evidenced according to the guide and to suggest how those resources might be used as a base in planning curriculum that would help that child succeed with text. Specific suggestions of classroom activities and rationale were made.

TRANSITION TO SCHOOL LANGUAGE: THE DEVELOPMENT OF ELABORATION AND COHERENCE SKILLS IN KINDERGARTEN CHILDREN

Order No. DA8213767

KAGANOFF, ANN PARKINSON, PH.D. *University of California, Santa Barbara*, 1981. 273pp.

Problem. A major task for children entering school is comprehension and use of language that is characteristic of the school speech community, here characterized as "formal language," and contrasted with the more informal language of the home. This study investigated three aspects of the transition to school language in a class of kindergarten children: characterization of kindergarten oral language produced in a variety of school-specific situations; indexing development over time by means of two indices, elaboration and coherence; development of methods for research in classroom language that take into account the importance of language context.

Method. Two complementary approaches were used, field observations by the investigator as participant-observer, and sampling of children's language productions in controlled school-like situations. Six children at three fluency levels were observed intensively. Their language behaviors and productions were recorded in every school communication context to provide information about individual differences in communication competence and the effects of diverse school situations on language productions. Additionally, language samples were taken from the whole class to provide a reference framework for the case study children. Three "tasks" were used: interviews with the investigator, dictated stories, and a sharing game situation.

A descriptive analysis of the language productions, by means of propositional analysis, categorized and quantified three main types of propositions: modification, connective, and predicate propositions (predicate propositions were subcategorized into action, attribute, and purpose predicates). This analysis provided information about changes in frequencies of propositions over time; relative proportions of propositions in the various language activities, including differences by time and by task; aspects of elaboration such as use of elaborative elements within predicates. A coherence analysis of the dictated stories provided information about the development of more complex forms of story organization over time.

Analysis of the observational data provided detailed profiles of communication competence for the six case study children. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

SYNTAGTIC THEORY AND THE DEVELOPING GRAMMAR: REESTABLISHING THE RELATIONSHIP BETWEEN LINGUISTIC THEORY AND DATA FROM LANGUAGE ACQUISITION

Order No. DA8212847

KLEIN, SHARON MICHELLE, PH.D. *University of California, Los Angeles*, 1982. 291pp. Chair: Professor Stephen R. Anderson

This study brings together two sources of knowledge about the development of linguistic competence: linguistic theory and the observation of phenomena in child language. The central assumption is that the ontogenetic development of grammar is subject to the same principles required by a linguistic theory seeking to define the notion "possible grammar of a human language." The major goal is to determine what interaction of the data available to the hypothesis mechanism and the principles defining a theory of grammar will culminate in some intermediate grammar as well as how the same type of interaction allows the development of the adult grammar.

The theory of grammar fundamental here is that which has grown out of work directed toward constraining the functioning of transformational rules (Ross 1967; Schwartz 1972; Chomsky 1973, 1977, 1980, 1981; Emonds 1976; and Baltin 1978). We assume the notion Universal Grammar (Chomsky 1977, 1980, 1981), that a number of the principles argued for in these works are part of Universal Grammar (UG), and that it is this set of principles that form a crucial part of the hypothesis mechanism.

The interaction of available data and these principles is shown to culminate in fragments of intermediate grammars accounting for a number of observable phenomena, such as the variable appearance of Subject-Auxiliary Inversion (SAI) in YES-NO and WH-questions in child language, and the analysis by children of Prt NP sequences as instances of PP. These fragments of intermediate grammars are, further, evaluated and justified on the basis of two criterial notions, Dissonance and Delearnability, which are argued to be necessary in the study of acquisition and a consequence of looking at acquisition in the framework outlined.

The framework is shown to allow us further to look at related acquisition problems in German and French. In the German case, the absence of SAI phenomena like that observed in English is provided a unified account, while in French, a prediction is made for development of the fragment of grammar accounting for certain aspects of the distribution of clitics.

THE ROLE OF LANGUAGE IN ACADEMIC AND BEHAVIORAL DIFFICULTIES

Order No. DA8215660

MCCARTHY, JOHN JOSEPH, JR., PH.D. *Boston College*, 1982. 145pp.

This study examined the relationship of three linguistic measures to academic and behavioral difficulties experienced by high school students of low-average intelligence. The linguistic measures were Fluency with Oral Language, Extra-punitiveness, and Cognitive Rigidity. The review of the relevant literature indicated that little research had been undertaken with students from this intellectual range.

The subjects were seventy members of a freshmen class of a suburban high school whose scores were in the 85-100 I.Q. range.

It was hypothesized that there would be no significant relationship between a low score in Fluency with Oral Language, a high score in Extrapunitiveness and a high score in Cognitive Rigidity to academic or behavioral difficulties. The data was analyzed using the Pearson product moment correlation coefficient and multiple regression. The data was analyzed for the entire sample and for control variables based on sex, fluency with a second language, and father's occupation. T-tests were performed comparing the control variables on both the dependent and the independent variables.

Six null hypotheses were accepted when the entire sample was measured. There were significant findings based on the control variables.

Students whose fathers had white collar occupations scored significantly higher in Fluency with Oral Language than students whose fathers had blue collar occupations. Students fluent in a second language and students whose fathers had blue collar occupations scored significantly higher in Extrapunitiveness than students not fluent in a second language and students whose fathers had white collar occupations. This relationship held for the control variables of females, students whose fathers had blue collar occupations and students fluent in a second language. There was a significant relationship between Extrapunitiveness and a rating of behavioral difficulty for both males and females although the relationship was negative for females and positive for males.

The results of the study suggest that in some cases the tendency to turn blame and hostility against some person or thing in the environment or to aggressively deny responsibility for one's behavior is related to academic and behavioral difficulties.

CONSTRAINTS ON LINEARITY: THE SENTENCE-INITIAL POSITION IN ENGLISH

Order No. DA8215061

OSTER, SANDRA JEAN, PH.D. *The University of Michigan*, 1982. 291pp. Chairman: Alton Becker

This study examines the linearity of a written English sentence, in particular language units occurring before the subject of a sentence. Three questions are explored: What kinds of language units occur in the initial position? What contextual constraints affect the positioning of a language unit in initial position? What are functions of language units in initial position? The theoretical framework for this discourse investigation of linearity is tagmemics. The data examined are sentences within paragraphs from expository and narrative texts.

Language units which occur in initial position are described according to the four features of the tagmeme: the slot, the nuclear or marginal position of the language unit in its lowest level of grammatical constituency; its grammatical form; its function; and its cohesive properties.

This study reveals five constraints affecting the occurrence of a unit in initial position: the Grammatical Constraint, the Thematic Constraint, the Semantic Constraint, the Temporal-Spatial Constraint, and the Parallelism Constraint.

When the domain of a language unit extends beyond a clause, the initial boundary of this domain is marked initially with a language unit in initial position. In such cases, the language unit functions to reference information that is prominent background information for the domain. These units take many grammatical forms, and they share the characteristic that their lowest level of grammatical constituency is higher than the clause root. The units reflect four kinds of cohesive discourse relationships: textual cataphora, textual anaphora, extra-textual, and meta-textual.

When the domain of a language unit does not extend beyond a clause, this language unit functions in initial position to reference information that is prominent foreground information for the clause root. These units also take many grammatical forms, and they share the characteristic that their lowest level of grammatical constituency is the clause root. The units reflect a textual cataphoric discourse relationship.

The occurrence of a language unit in initial position is also restricted by the kind of information that it conveys (given, transitional, or new), by the ordering of events within its domain, and by the interaction of the constraints.

HUMOROUS INSTRUCTION ABOUT THE DANGLING INTRODUCTORY MODIFIER IN ACTIVE, PASSIVE, AND POSSESSIVE SENTENCES

Order No. DA8209160

PEARSON, PATRICIA BRISCOE, PH.D. *Iowa State University*, 1981. 129pp. Supervisors: Mary E. Huba, Anton J. Netusil

The effect on upper-level university students of humorous versus serious instruction was studied by presenting students with sentences having introductory modifiers and asking them to edit incorrect or recognize incorrect and correct sentences. Sentences varied in the main clause, a third having active verbs, a third having passive verbs, and a third having the implied subject of the introductory modifier a possessive modifying the main clause's subject. Uninstructed groups were controls. To determine the relationship between treatment effectiveness and student English background, units of Iowa State English and grade point in that English were examined. All groups were given a pretest during the term's first week, instruction (if any) and a posttest the next day, and the posttest as a followup three months later. The editing instructed group was asked to rewrite 30 incorrent sentences; the recognition instructed group was given the same 30 incorrect sentences and 30 correct sentences to recognize as correct or incorrect. In both editing and recognition experiments, instructed groups were more effective, and type of sentence made a difference. The instructed groups best recognized correct sentences with active or passive main clauses and found the distracting possessive more difficult. Yet student edited passives best and worked equally well with actives and possessives. The recognition group was most effective with actives and passives if instructed and more effective with possessives if taught with serious rather than humorous examples. In the editing study, there was no effect of varied instruction on performance with differing types of sentences. Background variables, alone, had no effect in either experiment. In the editing study, those with many units of Iowa State English performed better than the low group with active sentences; unexpectedly, the low group performed better with possessives and best with passives. The low grade point editing group was more effective if taught with humor, whereas the high grade point group was more effective if taught with serious examples. The high grade point editing group was least effective with possessives if taught with humor, yet the low group was most effective with possessives if taught with humor.

MOTHER-INFANT ROUTINES IN RELATIONSHIP TO LANGUAGE ACQUISITION

Order No. DA8214229

POTENZA, ANTONIA DIMARE, PH.D. *State University of New York at Buffalo*, 1982. 239pp.

Three mother-infant interactions, a book reading session, a body parts routine and an animal sounds routine, were studied as contexts for language acquisition. An analysis was done of the underlying structures of these interactions. Two sub-analyses were done on initiations and terminations of an interaction, and of breakdowns and repairs to the interaction. The effect of the structure on language acquisition was inferred from the data.

A longitudinal study was done by video-taping three mother-infant dyads in half-hour in-home play situations, from the period of the infant's first single word utterances until the infant was able to produce fifty different words during the course of one taping session. All three children were in their second year during the course of the taping sessions.

Each interaction was found to be composed of a series of rounds, in which one object to be labeled was the common focus. An analysis of the data reveals that the three interactions showed a common purpose: the labeling of an object held in joint focus. For the mother, these interactions also functioned as an opportunity to elicit verbally contingent turn-taking from the infant. These purposes were fulfilled through two types of structures for the rounds, an elicitation format in which mother or infant could request a label and a labeling format, in which mother or infant could provide the label.

Rounds in these structures were initiated and terminated in characteristic ways. Breakdowns could entail the infant's failure to label and/or take a turn in a verbally contingent manner, and these were repaired by the mother through questions and corrections. Other breakdowns resulted from external events disrupting the interaction, and these were repaired by the infant, regaining the mother's attention with a label or a request for a label.

Changes in the structure over time indicated that mothers "fine-tuned" their routine behaviors to match the infant's developing abilities. Mothers were found to elicit a label more frequently just at the point at which the infants' rate of labeling increased to over 50% of their responses to the mother's request for a label.

THE ACQUISITION OF CONDITIONALS IN ENGLISH

Order No. DA8225605

REILLY, JUDY SNITZER, PH.D. *University of California, Los Angeles*, 1982. 261pp. Chair: Professor Sandra A. Thompson

The conditional system in English is semantically and morphologically complex; children start to produce conditionals at about two-and-a-half, but the full system is not mastered until age nine. Due to this extended time period and the complexity of conditionals, a study of their acquisition provides an opportunity not only to examine the growth of conditionals but also to investigate a number of issues pertinent to the general language learning process.

Using Schachter's (1971) semantic model of conditionals I collected longitudinal naturalistic data from three children aged 18 months to four, and cross-sectional experimental data from 28 children aged two to nine.

Results of the study show that the two- and three-year-olds use conditionals to refer to present situations and to predict probable unrealized contingencies. Even though some twos and all the threes control the simple conditional morphology, they deny subjunctive counterfactual conditionals and relate them to personal experience, e.g. "What if you were a bird?" *I'm not a bird, just a people.* The fours can use conditionals to refer to events diverging from the real world, and, although the requisite morphology does not appear until eight, they do comprehend hypothetical and counterfactual conditionals. The gains at six, seven, and eight are morphological.

Language skills grow in fits and starts: the acquisition of a structure sometimes precedes and other times follows the acquisition of its cognitive correlate; a child may produce structures he does not fully comprehend, and he can also comprehend structures he cannot produce.

Language and cognition are independent yet interactive systems where cognitive development is basically responsible for the sequence of acquisition, but it is the linguistic complexity of a structure that determines when that structure will appear in a child's grammar; pragmatic and sociolinguistic factors are also influential.

THE EFFECTS OF SEMANTIC CUES ON THE WORD IDENTIFICATION SPEED OF LEARNING DISABLED CHILDREN AND TWO GROUPS OF NORMAL READERS

Order No. DA8218828

REISBERG, LEON ELTON, ED.D. *University of Kansas*, 1981. 107pp.

Statement of the Problem. The majority of students referred to learning disability programs exhibit deficits in the academic area of reading. Information regarding the specific deficits encountered by learning disabled (L.D.) students in reading is a topic of interest and value for researchers and practitioners in the field of education. Contemporary views of word identification note that three cuing systems may be employed by readers to allow them to identify words: grapho-phonemic, syntactic, and semantic cuing. This study was designed to examine how L.D. students and two groups of normal students utilized semantic cues to speed word recognition.

In addition, evidence exists which indicates that poor readers also perform poorly on tests of oral language. This study was designed to determine if a specific test of oral language performance could predict how efficiently students could use semantic cues to speed word recognition.

Procedures. Three groups of students, with 20 subjects per group, were selected to participate in the study. The first group (LD), was composed of school identified L.D. subjects enrolled in the 4th and 5th grades. In addition to being identified by the school as L.D. subjects had to score at least two grade levels below their placement on a test of oral reading (Gray Oral Reading Test). The second group, Normal Chronological Peers (NP), was composed of fourth and fifth grade students enrolled in the regular classroom. These students had to read at grade level or better on the Gray Oral Reading Test and could not be receiving any special services. The third group, Younger Normals (YN), was composed of second grade students enrolled in the regular classroom. These students had to read at grade level or better on the Gray Oral Reading Test and could not be receiving any special services. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE SYNTAX AND METALINGUISTIC SKILLS OF CHILDREN WHO READ EARLY

Order No. DA8213464

SALUS, MARY WOODS, ED.D. *Boston University School of Education*, 1982. 144pp. Major Professor: Paula Menyuk

The basis of this study was an investigation of whether the syntax and/or metalinguistic skills of children who enter kindergarten reading are different from those of their non-reading age peers and those of their school-instructed reading peers. Ten early readers were found and matched on the bases of sex, age, and IQ with non-reading kindergarten children; and on the basis of reading achievement with school-instructed second-grade children.

The areas investigated were: home environment, expressive syntax, story structures, and metalinguistic ability. Home background was investigated by means of a parent questionnaire; expressive syntax and story structure by means of a story narration task; and metalinguistic ability by means of a sentential judgement and repair task.

Early readers were first, only, or youngest children who came from smaller families than their age or reading peers. They were sent to pre-school earlier and mastered the alphabet earlier than their age and reading peers.

There were no major differences in expressive syntax or story structures. The early readers were found to be equal to their reading peers and superior to their age peers in their ability to repair anomalous sentences and in the clarity of their use of anaphoric pronouns to reference earlier-mentioned nouns in their narratives.

In short, the early readers were found to be superior to their age peers in their ability to step back and view language as a phenomenon. Though no causal relationship could be established, it was concluded that there is a relationship between reading and metalinguistic ability.

COMMON DISCOURSE PARTICLES IN ENGLISH CONVERSATION

Order No. DA8222175

SCHOURUP, LAWRENCE CLIFFORD, PH.D. *The Ohio State University*, 1982. 120pp. Adviser: Arnold M. Zwicky

This dissertation examines the function of discourse particles (interjections, discourse markers) in English conversation. Three such items (*like*, *well*, and *y'know*) are examined in detail and a core use is isolated for each. Additional understandings of each item are shown all to be predictable from conversational context. Several other particles are discussed more briefly, including *now*, *hey*, *ah*, *aha*, *oh*, *I mean*, *mind you*, *sort of*, and *kind of*.

Like, *well*, and *y'know* serve a number of superficially distinct functions in discourse. Previous studies of these particles have focused on the great variety of such functions. The present study emphasizes that each item has a single core use related to the disclosure of unexpressed thinking. The basic use of these particles is explained by referring to a proposed tripartite breakdown of the speaker's view into what is *private* (the current speaker's current unexpressed thinking), what is *shared* (overt behaviors of conversants), and what is *other* (unexpressed thinking of conversants other than the current speaker).

Particles of one kind, *evincives*, indicate that thinking is occurring in the private 'world', but do not themselves specify its exact nature. Such items (including *like* and *well*) are used to 'bring up' unexpressed thinking without detailing it, and to mark the real time point of occurrence of unexpressed thinking with respect to the collaborative, measured time line of talk. The function of evincives in quotations is discussed at length. These items occur significantly more often beginning quotations than beginning ordinary speaking turns. This marked skewing is explained by referring to the evincive properties of such items.

The final chapter contains a discussion of the general function of discourse particles in conversation and suggests a taxonomy in which the particles discussed in this study are categorized with respect to differences in their disclosure functions.

Regardless of their many specifiable functions as verbal routines, discourse particles primarily mediate between overt behaviors and unexpressed thinking. The great frequency of occurrence of such particles in speech indicates the importance of the proposed model of the speaker's view. The results of this study also bear importantly on the general issue in semantics of ambiguity versus vagueness.

LANGUAGE, POLITICS, AND "THE FEDERALIST": A LINGUISTIC APPROACH TO INTERPRETATION

Order No. DA8222981

SILVEY, ROBERT LEE, PH.D. *City University of New York*, 1982. 196pp. Adviser: David Spitz

In this study, we examine the linguistic uses in *The Federalist Papers* as a source of political meaning in the text. We seek to exhibit the structures of use embedded in the text and to show the informal relationship between these structures. Further, we examine uses to understand the rules governing how words can and cannot be used. We are looking at word-use as a source of meaning. By understanding the kinds of uses embedded in the text we can understand how the Federalists talk abuot government and society. This approach to the text depends on the work of Ludwig Wittgenstein in his *Philosophical Investigations*.

Thus, we study the uses of "passion," "interest," "experience," "ends and means," "reason," and "confederate and republican government." We exhibit the particular linguistic contexts for use of these terms. In some instances certain words are part of the critical contexts of use. In the Federalists' structures of use, certain terms such as "passion" and "interest" are not usually used to speak favorably of actions.

The structure of use which is most evident in *The Federalist Papers* is in the terms "moderation" "reason," "reflection," "calmness," "experience," etc. These terms bespeak the common sense of the community. The Federalists in their use of these terms appeal to the linguistic practices of the community. Their work depends on the rules of use for "propriety" and "prudence."

In contrast to this informal structure of "reason" is the Federalists' use bespeaking the extremes of behavior. In this language-game there are such terms as "momentary," "impulsive," "immediate," "fractions," "violent," "bitter," "passions," and "interests," etc. These are the extremes of behavior which, to the Federalists, are dangerous to the stability and order of the society.

Because of the language-game of extremes of behavior, the Federalists use also a vocabulary of "checks and balances" and "separation of powers." Such checks are necessary to allow the return to moderation and calm which are essential to any stable political order.

THE EFFECTS OF CREATIVE DRAMATIC TECHNIQUES ON SELECTED LANGUAGE FUNCTIONS OF LANGUAGE DISORDERED CHILDREN

Order No. DA8216462

SNYDER, TERESA SUE, ED.D. *Arizona State University*, 1982. 128pp.

The purpose of this study was to determine the effects of a creative dramatics program upon specific language functions of primary age children identified as language disorderd.

A 3-month study was conducted in the Mesa Public School District, Mesa, Arizona. The subjects were 17 children assigned to two language disordered classrooms based on district guidelines. The investigation was conducted using a nonrandomized, experimental, repeated-measures design.

The experimental group participated in a creative dramatics program designed to encourage the use of functional language. Pre- and posttest language samples were obtained for each group and analyzed through the use of Tough's classification system. To compare gain scores in the use of the directive language function, the projective language function, and the number of words spoken by the experimental and control groups, *t*-tests were employed.

The statistical analysis of the gain scores led to the following conclusions: (1) Participation in creative dramatic activities did not affect the growth in the directive language function, based on the fact that there was no difference found at the $p > .05$ level of significance. (2) Participation in creative dramatic activities did contribute to the growth of the projective language function by language disordered students. A difference at the $p < .05$ level of significance was found in the statistical analysis of the data. (3) Participation in creative dramatic activities did increase the number of words spoken by language disordered students. A difference at the $p < .05$ level of significance was found in the statistical analysis of the data.

Included in this study were recommendations for further research and a complete log of the creative dramatic activities.

THE LEXICON IN A MODEL OF LANGUAGE PRODUCTION

Order No. DA8219220

STEMBERGER, JOSEPH PAUL, PH.D. *University of California, San Diego*, 1982. 313pp. Chairman: Professor Jeffrey L. Elman

This dissertation takes a cognitive approach to the study of language, using speech errors as the primary source of data. It is shown that only an interactive model of language production is capable of explaining all of the available speech error facts. The Interactive Activation model of McClelland and Rumelhart (1981) is extended to provide a model of language production. This model makes correct predictions about the types of errors that will occur during the accessing of words, including the effects of syntax on the selection of words. It is shown that serial order should be represented as a hierarchical avalanche. The model of attention and automatization of Norman and Shallice (1980) is adapted to language to predict what types of units should be listed in the lexicon. Within this framework, I examine whether the morphemes and lower-level units in lexical entries are stored in multiple copies scattered throughout the lexicon and whether such copies must at least contain internal morphological structure, or whether morphemes are accessed as rules, either as major rules on the basis of semantic, pragmatic, and syntactic information, or as minor rules accessed by known lexical items. Evidence from speech errors demonstrates that morphemes are not stored in multiple copies, but are accessed as rules. Productive inflectional and derivational affixes are accessed at least partly as major rules, while nonproductive rules are accessed only as minor rules. All phonological information (segments, features, and syllable structures) is also accessed as minor rules. An essentially autosegmental description of morphological rules is developed. It is shown that rules can combine affixes and base forms without any sort of abstractness by assuming that morphological rules apply at the point in processing where units are being accessed. Lexical items that are related by minor rules essentially have overlapping entries. Different rules also have overlapping entries, with many subrules accessed by several rules. There is no extrinsic ordering of morphological rules; rules are accessed in parallel, with some intrinsic ordering determined solely by the content of the rules.

THE EFFECTS OF BETWEEN-SENTENCE LINGUISTIC CONNECTIVES ON THE READABILITY OF DISCOURSE

Order No. DA8221157

THOMPSON, ISABELLE KRAMER, ED.D. *Duke University*, 1982. 131pp. Supervisor: Michael L. Michlin

Designed to contribute to a theory of good writing, this study investigated the effects of explicit between-sentence junction on textual efficiency. It manipulated text treatment and evaluated total and individual recall scores and reading time. Subjects for the study were 249 tenth graders, identified as high or low achievers according to their comprehension scores on the California Achievement Test. The target text, appearing in six versions was an excerpt from *Scientific American*. Total and individual recall scores were the number of correct responses to multiple-choice questions. Reading time was the number of seconds required to read the target text.

Results indicated that high achievers read faster and remembered more targeted information than low achievers regardless of text treatment. Naming junctive relations did not facilitate recall or shorten reading time for either group. Results also indicated that subjects with the highest recall scores had the shortest reading times.

Instead of implying that explicit between-sentence junction does not enhance textual efficiency, the results probably reflect the difficulty of the target text and the inadequacy of the testing procedure. Since the target text contained entirely unfamiliar minority language programs with the results reported to local education agencies, curriculum development for multilingual, multicultural school populations, and modes of training professional staff to use the new methods and materials.

INTERPRETIVE PROPRIETY: AN INTRODUCTION TO THE MANNERS OF READING

Order No. DA8218952

YARBROUGH, STEPHEN RAY, PH.D. *The Pennsylvania State University*, 1982. 208pp. Adviser: Harrison T. Meserole

Interpretive questions, at the most fundamental level, are questions of propriety, not questions of truth, understood as a correspondence between language and the reality to which it refers, and not questions of validity, understood as the conceptual coherence of terms within a logical hierarchy.

The disappearance of the notion of propriety from contemporary literary theory is traceable to two distinct but closely related historical phenomena: the development of aesthetics and the rise of "scientific hermeneutics." These two concerns merge in our century to produce "intrinsic" or what I call "ascetic" interpretation. Both aesthetic disinterestedness and phenomenological reduction methodologically distance the reader from the text, which is thereafter considered a literary art object--a structure subject to "scientific" scrutiny and "aesthetic" judgment. Deconstruction of structural methodology demonstrates that intrinsic, constructive interpretations always ultimately rest upon desires contemporaneous with the reader's world and thus can never approach the presence upon which the text was originally founded. However, since deconstruction is an internal critique, accepting the assumptions of structural method and deriving their logical consequences, it cannot itself provide criteria for proper reading.

The necessary conditions for interpretive propriety become evident through a consideration of the limiting case of "radically novel" works--works whose founding motivations are not available through the reader's world. Reading metaphor (which by definition is linguistically incoherent) institutes a shift of attention from spatial form to temporal emphasis. Subsequent analysis shows that the reader's ability to perform this shift presupposes his prior involvement with the concerns that generate the text itself. In turn, this implies that linguistic difference is founded upon situation deference. Deference, understood as the unity behind the two-fold movement of *différance*--difference and deferment--is founded upon what Heidegger calls *care*. It subsequently becomes clear that what is actually read in reading literature becomes completely covered over by every sort of theoretical or aesthetic reduction. At best any theory of criticism or interpretation can justify itself, therefore, only by making radically explicit its institution of method.

AN INVESTIGATION OF THE EFFECTS OF FORMS OF IMAGINATIVE PLAY ON LANGUAGE DEVELOPMENT AND LANGUAGE COMPREHENSION IN YOUNG CHILDREN

Order No. DA8224891

YAWKEY, MARGARET LOUISE GILLESPIE, ED.D. *The American University*, 1982. 104pp.

The purpose of this study was to investigate the effects of symbolic play treated as a mediator for increasing language comprehension and facilitating oral language growth.

The study included two aspects of language: language comprehension and language development. The three independent variables were: (a) forms of play, (puppet action, body action, abstract action and control); (b) age, (five and seven year old children), and (c) sex, (male and female). The dependent measures for the language comprehension section were the students' absolute scores from the: (a) cloze comprehension measure and the (b) ten-item comprehension question measure. The dependent measure for the language development section was the students' connected discourse scored t-units.

The subjects for the study were 160 five (80 - 40 males, 40 females) and seven (80 - 40 males, 40 females) year old children from a rural, middle-class central Pennsylvania community.

The results of pre-assessment language measure showed no significant main effect between boys and girls among treatment groups and indicated no significant interaction effects between the factors of age, sex, and treatments.

After listening to a tape-recorded story, the children practiced the story content according to the treatment group to which they were assigned.

After the treatment condition, the language comprehension and language development measures were completed.

The major significant findings in this study were: (1) On the cloze measure of language comprehension: (a) seven year olds received significantly higher mean correct scores than five year olds; and (b) children in the body action group received significantly higher mean scores than the abstract action and control groups. (2) On the question measure of language comprehension: (a) seven year olds received significantly higher mean correct scores than five year olds in the abstract action and control groups; and (b) five year olds in the puppet action and body action groups received significantly higher mean scores than the five year olds in the abstract action and control groups. (3) On the t-unit measure of language development the seven year olds received significantly higher mean scores than the five year olds.

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